

Inspection report for early years provision

Unique reference number	EY410187
Inspection date	29/05/2012
Inspector	Jackie Phillips
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2010. She lives with her partner and 18 month old child in a semi-detached house in the village of Bubwith, near Selby, in the East Riding of Yorkshire. The ground floor of the property and a first floor playroom and bathroom are used for childminding. There is an enclosed garden for children's outdoor play. The childminder lives within walking distance of the local school, park and playgroup. The family have a parrot as a pet.

The childminder is registered to care for a maximum of five children under the age of eight years. Of these two may be in the early years age range including one child under the age of one. Currently, there are four children on roll, of whom one is within the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She holds a level 2 and level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a comfortable, well-organised family environment. They take part in a varied and interesting range of activities enabling them to make good progress in their learning. The childminder knows and understands how to meet each child's individual needs, based on effective information sharing with parents. Most risk-assessment procedures keep children generally safe. Good attention is given to involve children in effective health and hygiene routines. The self-evaluation system identifies many of the strengths and areas for improvement, therefore, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve risk assessments to include all areas that children use.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of the action to take if she has any concerns about children's welfare or well-being. She clearly understands safeguarding issues and how to implement appropriate procedures because she has attended suitable training. Her records required for the safe and efficient management of the provision are all in place and shared well with parents. This includes parents' written consent for a number of routine procedures involving children. The environment children use is mostly safe because the childminder conducts regular checks to assess risk. However, access to door bolts and the storage of some items presents possible hazards for children. Space indoors and outside is used

effectively and toys and resources are accessible and well organised, therefore, aiding children's choice and decision making.

The childminder demonstrates drive and ambition to find ways in which to improve her provision. For example, since registration she has created a bright and interesting playroom for all children to use. She has ambition to learn through training and demonstrates a pro-active approach to ensure she keeps well informed and updated. She meets regularly with other childminders and providers to keep up to date through networking and information sharing. The childminder values partnership working and has a highly positive relationship with parents. She is particularly willing to work with parents to find out how she can meet their child's individual needs. She has a clear vision for the future and identified goals will have a positive impact to bring about sustainable improvements to the provision and outcomes for children.

The quality and standards of the early years provision and outcomes for children

Clear planning systems mean a varied range of interesting learning opportunities and experiences are organised for children. There is a good balance between activities that take place indoors and outside. Regular observation and assessment of children's progress takes place and the childminder uses this information effectively to identify individual learning targets and guide her planning. Children benefit because the childminder provides a flexible routine that includes visiting places of interest within the community, such as the local playgroup and park. This helps children become aware of the society in which they live and provides opportunities for them to socialise and learn how to behave with other children.

The varied range of toys, resources and equipment include those that help children learn about our multicultural world. Children are provided with a variety of opportunities to use interactive toys and remote controlled equipment to support their learning in problem solving and use of everyday technology. They have a varied range of opportunities to be creative and investigative. For example, through using a variety of arts and crafts resources, sand and play dough. Children show delight when observing closely a ladybird found in the garden. After careful and sensitive handling, they attempt to count the spots on its back, showing an interest in number and in living things. Good access to books and interesting conversations with the childminder supports children's use of language and developing vocabulary. Consequently, they develop good skills for the future.

The health and well-being of children is given good attention through provision of freshly prepared, healthy meals and snacks. The children can access beakers of juice, which means they do not become thirsty or dehydrated, particularly during hot weather. Children willingly wear hats to protect themselves from the sun during outdoor play. They learn about keeping safe through discussion about road safety when out on walks and by practising the fire drill. They understand about making sure the protective safety net is secured when using the trampoline in the garden. Children learn effective personal care routines. For example, they are provided with individual, colour-coded hand towels, access to a step stool and

liquid hand-washing soap. This aids their independence and confidence when using the toilet and supports their sense of belonging.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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